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AUTHOR Rosenkoetter, Sharon; Shotts, Cynthia
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ABSTRACT

This manual is a guide for facilitating a 3-hour community interagency planning workshop on the transition of young children with disabilities and is comprised of a facilitator's manual, a participant's manual, and a preconference packet. The facilitator's manual provides a listing of necessary materials, a general workshop process checklist, a sample invitation letter, a meeting logistics checklist, a comprehensive family services list, and a form for identifying "movers and shakers." The next section provides a detailed workshop outline. Program evaluation materials complete the facilitator's manual. The participant's manual includes a variety of handouts organized into five sections: (1) issues in interagency collaboration; (2) possible solutions and getting people together; (3) current transition practices and plans for future work; (4) ongoing evaluation; and (5) resources. The preconference packet contains a transition planning self-assessment tool and a community needs survey form. A video is also intended to accompany use of these materials. (Contains 40 references.) (DB)

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# FACILITATOR'S MANUAL
# BRIDGING EARLY SERVICES: INTERAGENCY TRANSITION PLANNING COMMUNITY TRANSITION WORKSHOP

Participant's Manual
Preconference Packet

**Transition Project**

**Sharon Rosenkoetter, Ph.D.**
**Project Director**

**Cynthia Shotts, M.Ed.**
**Project Coordinator**

**Associated Colleges of Central Kansas**
**105 East Kansas Avenue**
**McPherson, KS 67460**
**(316) 241-7754**

EC 303 526



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# Community Transition Workshop
# Facilitator's Manual

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The Community Transition Workshop materials were prepared by
Cynthia Shotts, M.Ed. and Sharon Rosenkoetter, Ph.D.
Bridging Early Services Transition Project
Associated Colleges of Central Kansas
105 East Kansas Avenue
McPherson, KS 67460
(316)241-7754



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## Introduction

This manual is a guide for facilitating an interagency transition planning workshop within a community. This workshop may be the beginning step in a process toward planning seamless services for young children and their families. For interagency groups which have worked together previously, the workshop may lead to several steps taken. For local groups which have not worked together, the workshop may reach its goals if participants begin to understand the issues agencies within the community face as they strive to collaborate with other agencies and with families. This facilitator's manual and the participant's manual accompany the video, Bridging Early Services: Interagency Transition Planning.

## The Facilitators

- Model interagency collaboration with joint leadership for the community workshop. Representatives from the Part H, public school, health agencies or other appropriate local agencies could be co-facilitators. Divide responsibilities to fit local needs and the preferences of the co-facilitators.

- Facilitators must attend both to building relationships with group members and to seeing that tasks are accomplished.

- Facilitators will be responsible for setting up the workshop, inviting the participants, leading activities, and doing tasks to follow-up the workshop.

## The Workshop

- Interested agencies should cosponsor the workshop and provide equal leadership.

- Select a comfortable location in a neutral setting if possible.

- The workshop may be done in a three-hour or longer block of time. Another option may be to use each portion of the video and do the related activities at four regularly scheduled interagency meetings.

## The Participants

- Use Part 2 of the video and participant's manual for ideas about who should be invited to the interagency transition planning workshop. The participant's manual provides several forms to help in selecting your group. Be sure that families of young children with disabilities are invited. Families of children who have recently made a transition can be helpful in describing how transition procedures affect the child and family.

- Even if you are not able to "get all the players to the table," begin with those who are ready to discuss transition issues. Begin with those agencies and people who will be positive. Expect that in time others will be motivated to work with the group.

## The Transiton Process

- Interagency transition planning is a long-term process. It involves evaluating current practices, setting goals, working across agencies to make changes, and ongoing evaluation and revision of the plan. A transition workshop is only a beginning point which can bring people together. The workshop is not a one-time solution to transition needs.

- Stress the ongoing nature of the transition planning process as you invite agencies and persons to participate in the workshop. This will prevent people being surprised at being asked to be part of ongoing transition planning after the workshop.

## Resources

- Contact Bridging Early Services Transition at the address or phone on the cover for additional resources. Project staff will be glad to assist you.

Associated Colleges of Central Kansas
316/241-7754

Bridging Early Services
Transition Project

105 E. Kansas • McPherson, KS 67460
FAX 316/241-5153

**Group 1 - Samples of transition plans/policy:** **Cost: $2.00 per group**
State transition policy - Kansas
Local transition agreement - Alaska

**Group 2 - Interagency transition planning:** **Cost: $2.00 per group**
Developing an interagency transition agreement
Timeline
Current transition practices: sending and receiving

**Group 3 - Family involvement in transition:** **Cost: $2.50 per group**
Family-professional collaboration: beliefs and attitudes
Conversations with families about transition
Problem-solving grid
Appropriate questions for families to ask
The family's assessment focus
Getting ready for the new program: tips for parents
Parent observation checklist and tips

**Group 4 - Preparation of the environments:** **Cost: $2.00 per group**
Teacher observation checklist
Parent observation checklist and tips
Teacher interview

**Group 5 - Supporting the child:** **Cost: $2.50 per group**
Skills which may ease preschool entry
Skills which may ease kindergarten entry
Supporting the child: sending program
Supporting the child: receiving program
Books to prepare the child for transition

**Group 6 - Evaluating the transition process:** **Cost: $1.50 per group**
Evaluation of early intervention for transition practices
Transition satisfaction scale for parents

**Group 7 - Recent journal articles:** **Cost: $1.50 each article**

Fowler, S. A. (1982). Transition from preschool to kindergarten for children with special needs. In K. E. Allen & E. M. Goetz (Eds.), Early childhood education: Special problems, special solutions, (pp. 229-242). Rockville, MD: Aspen.



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McPHERSON COLLEGE McPherson
STERLING COLLEGE Sterling
TABOR COLLEGE Hillsboro
KANSAS WESLEYAN UNIVERSITY Salina
FRIENDS UNIVERSITY Wichita

Fowler, S. A., Chandler, L. K., Johnson, T. E., & Stella, E. (1988). Individualizing family involvement in school transitions: Gathering information and choosing the next program. Journal of the Division for Early Childhood, 12, 208-216.

Fowler, S.A., Hains, A.H., & Rosenkoetter, S.E. (1990). The transition between early intervention services and preschool services: Administrative and policy issues. Topics in Early Childhood Special Education, 9:4, 55-65.

Fowler, S.A., Schwartz, I., & Atwater, J. (1991). Perspectives on the transition from preschool to kindergarten for children with disabilities and their families. Exceptional Children, 58(2), 136-145.

Hains, A. H., Fowler, S. A., & Chandler, L. K. (1988). Planning school transitions: Family and professional collaboration. Journal of the Division for Early Childhood, 12, 108-115.

Hains, A.H., Fowler, S.A., Schwartz, I., Kottwitz, E., & Rosenkoetter, S. (1989). A comparison of preschool and kindergarten teacher expectations for school readiness. Early Childhood Research Quarterly, 4, 75-88.

Hains, A.H., Rosenkoetter, S.E, & Fowler, S.A. (1991, in press). Transition planning with families in early intervention programs. Infants and Young Children, 3(4).

Johnson, T. E., Chandler, L. K., Kerns, G. M., & Fowler, S. A. (1986). What are parents saying about family involvement in school transitions? A retrospective transition interview. Journal of the Division for Early Childhood, 11, 10-17.

Rosenkoetter, S.E., & Fowler, S.A. (1986). Teaching mainstreamed children to manage daily transitions. Teaching Exceptional Children, 19, 20-23.

**Group 8 - Transition bibliographies:** **Cost: $1.50 each item**

NICU to home
Interagency transition planning
Family involvement in transition planning
Preparation of the child and environments for transition

**Group 9 - Parent transition resource manuals** **Cost: $2.50 per group**

Age 3
Age 5

## Checklist for Community Transiton Workshop

Arrangements:

___Comfortable meeting room
___Set time most convenient to participants
___Plan for refreshments or a meal if needed
___Plan who should be invited--use part 2 of the video and participant manual

Preconference mailing to participants: (NOTE DIFFERENT SELF-ASSESSMENT TOOLS FOR PARENTS AND PROFESSIONALS)

___Invitation to the workshop (sample follows)
___Transition Planning Self-assessment Tool and materials request for agency personnel
___Transition Satisfaction Scale for Parents and request for materials (camera-ready copies in Preconference packet)

Prepare before the workshop:

___Preview video, read through materials
___If more than one facilitator, divide responsibilities
___Overhead transparencies (camera-ready copies in Preconference packet)
___Newsprint with headings
1. Statement of Purpose (use in Activity 1)
2. Goals and Priorities (use in Activity 3)

___Make copy of participant's manual for each person (camera-ready copies with instructions for printing in Manual packet)

Equipment and materials needed for the workshop:

___VCR and workshop video
___Overhead projector, screen, and prepared transparencies
___Table for materials display
___Tables and chairs for participants (arrange so people face one another)
___Newsprint tablet, easel, markers, and masking tape
___Nametags
___Participant's manual for each person

Following the workshop:

___Mail workshop minutes to participants with agenda for follow-up meeting
___Participants request resources as needed for future work
___Mail preaddressed workshop materials evaluation postcards to Bridging Early Services Transition Project

## Sample Invitation Letter

Dear (participant):

Making transitions between early childhood services work smoothly for children and their families has been identified as an area of interest in our community. Since planning for transitions must occur between the involved agencies, the Part H agency and the Part B agency will cosponsor a workshop for interagency transition planning. You are invited to participate in this planning effort as a representative of the _____ agency. (You are invited to participate in this planning effort to represent the families' point of view in our community.) This workshop will be only the beginning step in our planning process, but we hope the opportunity to come together will be a good start.

The workshop will be:

- DATE
- TIME
- PLACE
- WHO WILL ATTEND

Some of the outcomes for the day are:

- To emphasize the need for interagency transition planning
- To strengthen relationships in the community between persons and agencies who work with young children with disabilities and their families
- To identify needs and set priorities for future planning

We hope you will be able to attend. Please contact one of the co-facilitators if you have questions, concerns, or additions to the participant list. We have included a request for you to bring some items, and a transition self-assessment tool to complete and bring to the workshop. These will help all of us prepare for the workshop, so we can use our time together productively.

Thanks,

| | |
|---|---|
| Co-facilitor | Co-facilitator |
| Part H agency | Part B agency |

# *Meeting Logistics Checklist*

| *Task* | *Person responsible* | *By When* | *Notes* |
|---|---|---|---|
| Determine meeting place and time | | | |
| Plan room arrangement | | | |
| Arrange for refreshments | | | |
| Confirm all arrangements in writing | | | |
| Set the agenda | | | |
| Invite presenters | | | |
| Confirm in writing presenters' participation | | | |
| Select facilitator | | | |
| Confirm in writing facilitator's participation | | | |
| Type agenda | | | |
| Proof agenda | | | |
| Copy agenda (number needed__) | | | |
| Select a recorder for the meeting | | | |
| Identify materials and equipment needed | | | |
| _____ | | | |
| _____ | | | |
| Prepare materials/check equipment | | | |
| Invite participants | | | |
| Participant RSVP (number responding yes___) | | | |
| Set up meeting room | | | |
| Serve refreshments | | | |
| Formally thank participants | | | |
| Summary of meeting typed and copied | | | |
| Summary of meeting sent | | | |

Hazel, R., Barber, P.A., Roberts, S., Behr, S.K., Helmstetter, E., and Guess, D. (1988). A community approach to an integrated service syst for children with special needs. Baltimore: Brookes.

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# COMPREHENSIVE FAMILY SERVICES LIST

***Family Services***

Behavior Management
Case Management
Employment Counseling
Family Counseling
Financial Assistance
Financial Counseling
Genetic Counseling
Homemaker Services
Information/Referral
Legal Services
Out-of-Home Placement
Parent Support Group
Parent Training
Respite Care
Sibling Support Group
Transportation
Other:

_____
_____
_____

***Children's Services***

Day Care
Diagnostic Evaluation
Hearing Screening
Instructional Materials
Occupational Therapy
Physical Therapy
Specialized Recreation
Special Education
Speech/Language Therapy
Transition
Other:

_____
_____
_____

***Health/Medical Services***

Clinic Services
Dental Services
Hospital Services
Nutrition Services
Physician Services
Special Medical Equipment
Visiting Nurses
Other:

_____
_____
_____

Hazel, R., Barber, P.A., Roberts, S., Behr, S.K., Helmstetter, E., & Guess, D. (1988). A community approach to an integrated service system for children with special needs. Baltimore: Brookes.

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## Interagency transition policy team

Parents:

Administrators:

Sending programs

Receiving programs

Family Services Coordinators:

Sending programs

Receiving programs

Teachers:

Sending programs

Receiving programs

Therapists:

Sending programs

Receiving programs

Social workers:

Sending programs

Receiving programs

Others:

Sending programs

Receiving programs

# Movers and Shakers Identification Worksheet

| | Name | Address | Phone # | Category | Talked with Yes | Talked with No | Key person invited Yes | Key person invited No | Will attend Yes | Will attend No | Notes |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 1. | | | | | | | | | | | |
| 2. | | | | | | | | | | | |
| 3. | | | | | | | | | | | |
| 4. | | | | | | | | | | | |
| 5. | | | | | | | | | | | |
| 6. | | | | | | | | | | | |
| 7. | | | | | | | | | | | |
| 8. | | | | | | | | | | | |
| 9. | | | | | | | | | | | |
| 10. | | | | | | | | | | | |
| 11. | | | | | | | | | | | |
| 12. | | | | | | | | | | | |

Hazel, R., Barber, P.A., Roberts, S., Behr, S.K., Helmstetter, E., & Guess, D. (1988). A community approach to an integrated service system for children with special needs. Baltimore: Brookes.



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## Outline for Community Transition Workshop

1. **Introduction:** (Facilitator) (15 minutes)

    a. Greet participants, set friendly tone for the day. Each participant should register by signing the attendance sheet. This attendance sheet can then be used for follow-up. Each participant should receive a set of materials.

    b. If you have chosen to include the preconference self assessment, each participant should bring their completed forms to use later in the workshop.

    c. Participants who brought items to display may put them out on a display table. Provide 3x5 cards or other labels to identify the materials. (If you include the display, allow some time during breaks or during part 3 of the workshop for participants to look at the materials.)

    d. Introductions of all participants--essential to teamwork. Ask participants to tell name, agency, and position.

2. **Icebreaker:** (Here is one possible icebreaker to use.)

    a. We're going to begin collaboration today with a game. To play, you will need to be in groups of three people. You will need to be standing. Form your groups of three now, then I will tell you what to do.
    Using only the fingers from one hand, you will try to put out eleven fingers between the three of you in your group. You can't talk. You'll have to try to make a total of eleven without communicating. We will count to three together, then put out some fingers. Let's see if your group can come up with eleven. (Do this several times to give all a chance to succeed.)

    b. This game is a good illustration of the need to communicate in collaboration!

3. **Outline for the structure of the video conference:**

a. Today we are bridge building. When we plan transitions for young children, we build a bridge for them to cross. The child and family need a bridge as they move from a familiar program into an unfamiliar one.

b. We will use a video format to help us talk about the bridges between services in our community. The video has been prepared in four segments. We will view each segment, then do related activities. The video presenters are from Bridging Early Services Transition Project. It is a federally funded outreach project which provides training and information to nine states on transition. The presenters are Dr. Sharon Rosenkoetter and Cynthia Shotts.

c. The video segments will help us organize the content of the workshop.
(Tape prepared newsprint with titles to wall.)

**What's the challenge?**
**Who has Solutions?**
**Where are We? Where Do We Want to Go?**
**How do We Stay on Track?**

* **What's the challenge?** will introduce the topic of transition planning and help us talk about issues we face in helping children and their families move between services. The first buff colored section in your handout booklet corresponds with this part of the workshop.

* **Who has solutions?** will help us identify persons and agencies in our community who can be part of our interagency group. The pink section in your booklet goes with this part.

* **Where are we and where do we want to go?** will help us communicate about current transition practices. And we

will set some priorities for our work together to improve the transition process. The yellow section of handouts corresponds to this segment of the workshop.

* **How do we stay on track?** will discuss evaluating transitions. The blue portion of your handouts goes with this part.

d. The last white section of your handouts includes a reference list of materials on transition. A list of materials which are available from the Bridging Early Services Transition project is included. Please feel free to contact Bridging Early Services if Cindy or Sharon can help you in any way.

4. **Workshop objectives:** Use on overhead or large newprint.

   a. Objective 1
   To emphasize the need for interagency transition planning as children move between Part H and Preschool services.

   b. Objective 2
   To begin or continue to strengthen relationships in the community between persons and agencies who work with young children and their families.

   c. Objective 3
   To identify needs, set priorities, and begin planning for transitions of young children in this community.

   Participants should be encouraged to make additions, changes or emphasis to the list.

5. **Introduce part 1 of the video:**

   a. We will begin today by considering the challenge of planning for transitions of young children. We will view

the first video segment which will introduce issues of a parent, family services coordinator in an early intervention program, and a public school early childhood administrator.

b. Your first set of materials has a sheet called "Issues for Discussion" which you may use to list items brought up in the video which you would like our local team to discuss.

c. Are there any questions about the format or anything else before we begin? Let's begin!

**Group Activity 1:**

Overhead: 1. List transition issues.
Refer to packet materials:
Administrative and policy concerns, law
service delivery options
Individually write list.
Share with group.
2. State purpose for planning.

1. Ask each participant to take time to read through the handouts which give information about administrtive and policy concerns, transition regulations, and service delivery options. They may also want to refer to the transition planning self-assessment tool which they brought with them and the Issues for Discussion worksheet. Individually write a list of issues and concerns they would like the group to address in planning for transitions in the community. Ask each person to state one issue. Write the issues on large newsprint and tape up. After each person has shared one issue, allow time to look over the list. What other issues should be added?

The purpose of this activity is to get agency and personal issues out and onto the table to be addressed. The facilitator should keep the discussion objective and should avoid confrontation. Understanding of each agency's or person's viewpoint in the transition process should be a goal. Professionals and parents may be experiencing a great deal of stress and anxiety as they try to work in a climate of frequent change. The facilitator should underline and acknowledge feelings of the participants in this discussion, but should avoid letting one or two persons dominate. Try emphasizing the need for each person to share <u>one</u> issue, so that all may have a chance to participate.

Use the Administrative and Policy Concerns handout as a way to summarize and validate issues discussed.

2. Use a large piece of newsprint titled "Purpose of Plan" to write

a statement of purpose for the group's work. Which transition will they plan for? The statement should be brief--a sentence or two--but should set a limitation on the scope of the work.

3. Introduce the second portion of the video. "We have listed many concerns and issues and we have made a statement of our purpose. The next portions of the workshop will help us in defining strategies to address our issues."

**Group Activity 2:**

Overhead: 1. Use the Intra-agency Worksheet to identify persons within your agency who could be part of your intra-agency transition team.
2. Use the worksheet with three circles to identify which agencies are senders or receivers in the transition.
3. Use the Interagency Transition Policy worksheet to identify persons who should be included on your community transition policy team.
4. Plan how to invite persons to future planning meetings who are not here today.

1. Read the statement of purpose written in the first activity. The purpose of your plan will determine who should be members of the transition planning team.
Remind participants of the three levels of planning:

Interagency transition policy team: sets community policy
Intra-agency transition team: plans procedures within an agency
Individual child and family team: works with individual child using the policies and procedures of the first two teams.

2. Ask participants to work with others from their agency and use the Intra-agency Worksheet to identify any persons in their agency who could be part of the Intra-agency planning team.

3. Use the worksheets with three circles to identify senders and receivers. The Comprehensive Family Services List and the Service Delivery Options from the buff section may be helpful in identifying all possible senders and receivers.
What family members could be part of the interagency policy team?

4. Use the Interagency Transition Policy worksheet to identify persons who should be included on the community transition policy team. Include representatives from the senders, receivers,

and families discussed in #3. Include persons who are present as well as those not present at the workshop.

5. Use Movers and Shakers Identification Worksheet to list possible members of the planning group who are not present. Ask for volunteers to invite identified potential new members to be part of the group. List names of persons who will contact new team members next to each name on the list.

6. Introduce the next portion of video: "We have stated a purpose and identified who the planners will be, now we will look at some of the next steps we can take together toward our goal."

**Group Activity 3:**

Overhead:
1. Use the Current Transition Practices Worksheet to list the sequence of transition activities within your agency.
2. Sending programs share current transition practices. (Keep a record to be distributed.)
3. Receiving programs share current transition practices. (Keep a record to be distributed.)
4. Plan for future work.
   Set goals.
   Plan for further meetings: date, time, place.
   Choose a chair to lead future meetings.

1. Ask participants to work in sender or receiver teams. Use the Current Transition Practices Worksheet to list the sequence of transition acitivities within their agencies.

2. Ask one person to keep minutes. Ask another person to write on newsprint.
First ask sending programs to share their current practices.

3. Ask receiver programs to share their current transition practices.

4. Compare the lists to see areas which overlap or where gaps may be occurring.
Refer to workshop handouts in yellow section for guidance.

5. Refer back to issues listed in first segment of the workshop.

6. Using information from #4 and #5, ask the group to set some planning goals and to prioritize the goals. Remind the group to select areas of closest agreement and "doable" tasks to be first projects. Strive for clear product goals. Example: We will write an interagency parent transition manual. Strive for group consensus.

7. Outline plan for future work. Who, what, when, where. Use the Plan of Action worksheet at the end of the yellow section to map strategies.

8. Ask what tasks should be done individually before further group work. Ask participants to commit to do tasks before the next group meeting.

9. What resources are needed to help accomplish goal? Ask participants to agree to procure resources before the next meeting. The Materials Available resource sheet lists resources you may request from the Bridging Early Services Transition project. Project staff will also consult with you by phone, and may be able to help in other ways.

10. Choose a chairperson to lead future meetings. Check with person who took minutes to be sure copies can be made by them or someone else. How will copies of minutes be distributed to group members?

11. Introduce the fourth portion of the video: "We have begun a planning process to improve transitions in our community, the last section of the video discusses evaluating our plans."

**Group Activity 4:**

Overhead:
1. Fill out workshop evaluations.
2. Use the Community Transition Workshop Outcomes checklist to summaraize the workshop and plans for future work.
3. Plan to obtain additional resources.
   For further information, contact:
   Bridging Early Services Transition project
   Associated Colleges of Central Kansas
   105 East Kansas
   McPherson, KS 67460

1. Ask participants to fill out the workshop evaluations.

2. Use the Community Transition Workshop Outcomes sheet to check the outcomes of your workshop. Ask participants to help with the cheklist to be sure that everyone has the same perceptions about what was accomplished, future plans, and committments made to obtain resources or complete tasks before meeting again.

3. Summarize the outcomes for the day. Emphasize the importance of beginning the planning process together, and underscore the group's accomplishments. If the group took the first step of talking about issues, and setting a purpose for future work, they have begun the planning process. This type of interagency planning and change is a process, not a one day event. But the process must begin with a group taking charge and making decisions to move together toward the goal of providing seamless, uninterupted services to young children and their families. Congratulations for your efforts!

4. Facilitator's use the Materials Evaluation to rate how well the facilitator's manual and video tape guided you in leading your community workshop. Please send your evaluation to the Bridging Early Services Transition project.

## Community Transition Workshop Outcomes

**Where are we?**
Check current transition practices discussed.
___Sending program timeline
___Receiving program timeline
___Sending program exit evaluation
___Receiving program evaluation to qualify for services
___Parent involvement in transition planning
___IFSP to IEP
___State and federal regulations
___Information provided to parents about transition
___Teacher visits between sending and receiving programs
___Parent visits to potential programs
___Child visits to receiving program
___Other (please list)

**Where do we want to go?**
Check transition priorities identified for future planning.
___System for sending programs to notify receiving programs of possible children
___Coordination of sending and receiving timelines
___Parent transition resource manual
___Written intra-agency transition procedures
___Written interagency transition agreement
___Interagency system for exchange visits to programs
___Interagency system for exchange of information
___Simplification or consolidation of forms
___System for smooth transfer of records
___System to evaluate transition process
___Other (please list)

**How will we get there?**
Check plans made to accomplish priorities for future transition planning.
___Transition planning group was identified.
___Date, place, and time were set for further work.
___Clear priorities were agreed to by a majority of the group.
___Persons agreed to do various tasks to prepare for future planning work.
___Needs for resources or assistance were identified.
___Plans were made to obtain needed resources.
___Other (please list)

# COMMUNITY TRANSITION WORKSHOP EVALUATION

DATE:_____

Check the category that best describes you:

____Infant Specialist/Early Interventionist
____Early Childhood Special Educator
____Community Preschool/Day Care Teacher
____Kindergarten-Level Teacher
____Head Start Teacher
____Paraprofessional or Aide
____Nurse
____Social Worker
____Therapist (type:_____)
____Parent
____Administrator (type:_____)
____Researcher
____Psychologist
____Other (please list)_____

Please rate the following aspects of this workshop by circling the rating number which most closely reflects your opinion:

| | Poor | | | | | Excellent |
|---|---|---|---|---|---|---|
| Relevance of topic discussed | 1 | 2 | 3 | 4 | 5 | 6 |
| Usefulness of information | 1 | 2 | 3 | 4 | 5 | 6 |
| Quality of presentation | 1 | 2 | 3 | 4 | 5 | 6 |
| Opportunity for participation | 1 | 2 | 3 | 4 | 5 | 6 |
| Usefulness of handouts | 1 | 2 | 3 | 4 | 5 | 6 |
| Usefulness of video | 1 | 2 | 3 | 4 | 5 | 6 |
| Overall rating | 1 | 2 | 3 | 4 | 5 | 6 |

1. Please list your favorite part(s) of this workshop.

2. Please list your suggestions for improving this workshop.

3. What from this session will help you do your job better?

4. How might Bridging Early Services assist you in the future?

5. Other comments or questions:

Return to: Associated Colleges of Central Kansas
105 East Kansas Avenue
McPherson, Kansas 67460

Contact: (316) 241-7754 for additional information

Bridging Early Services Transition Project

CTW1

## Preconference Packet

Camera-ready copies of the following materials:

### Preconference Mailings

- Preconference materials request list for parents
- Transition satisfaction scale for parents (for family representatives to complete before the workshop)
- Preconference materials request list for agency personnel
- Transition planning self-assessment tool (for agency staff to complete before the workshop)

NOTE: See Facilitator's Manual for sample invitation letter to accompany preconference materials.

### Overhead Transparencies

- Workshop objectives
- Video activities

**Preconference Materials Request for Parents**

**We realize that all workshop participants are very busy people, however, the workshop will be most effective if you can do these things before you come to the transition workshop.**

---

1. Complete the preconference checksheet, the Transition Satisfaction Scale for Parents using your experiences during your child's transition between early childhood services.

2. Bring the checksheet with you to the workshop.

3. A display of community agency transition materials will be set up at the workshop. Please bring examples of any informational materials you used during your child's transition which may be helpful to other parents or agencies.

4. Come prepared to talk about your child's and family's experiences during the transition.
   - What did the staff members of your child's previous program do that was helpful in preparing for the change ahead?
   - What did members of the new program staff do that made you and your child feel welcome?
   - What things would you like to have happen that did not?

# TRANSITION SATISFACTION SCALE FOR PARENTS

How did your child's transition go?
Check the box which describes your feeling:

| | | | | |
|---|---|---|---|---|
| 1. | The amount of time you had/when you began planning your child's transition to the next program? | | | |
| 2. | Your choices for your child's program? Options? | | | |
| 3. | Pretransition visits you or your child made to the new program? | | | |
| 4. | The preparation provided by the sending program to ease your child's transition? | | | |
| 5. | The information and support provided by the receiving program to welcome you and your child. | | | |
| 6. | The adjustment your child has made to the new program? | | | |
| 7. | The adjustment your family has made to the new program? | | | |
| 8. | The way your child's teachers shared information with you about your child? | | | |
| 9. | Discussions you had with other parents about your child's transition? | | | |
| 10. | Decisions you made regarding your child's transition? | | | |
| 11. | Decisions others made regarding your child's transition? | | | |
| 12. | The whole transition process? | | | |
| 13. | The amount of time you spend helping prepare your child at home? | | | |
| 14. | The decisions you made in selecting the new program for your child? | | | |

- Adapted from Johnson, T.E. See also Johnson, T.E., Chandler, L.K., Keins, G.M., & Fowler, S.A. (1986). What are parents saying about family involvement in school transitions? A retrospective transition interview. Journal of the Division for Early Childhood, 11, 10-17.

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**Preconference Materials Request for Agency Personnel**

**We realize that all workshop participants are very busy people, however, the workshop will be most effective if you can do these things before you come to the transition workshop.**

---

1. Complete the preconference checksheet, the Transition Planning Self-assessment Tool, with your agency staff who are involved in working with children and families during transitions into or out of your program.

2. Bring the checksheet with you to the workshop.

3. A display of community agency transition materials will be set up at the workshop. Please bring samples from your program to display:

   Entrance forms
   IFSP or IEP forms
   Parent information or resource booklets
   Brochures about your program
   Transition forms
   Evaluation procedure information
   Other items you think would help others understand your program

4. Come prepared to talk about the sequence of your current transition procedures.

**Please complete the self-assessment before attending the transition video conference. Bring the completed form with you. Discuss the items with others in your program to arrive at a group consensus of how each indicator relates to current transition procedures.**

# TRANSITION PLANNING SELF-ASSESSMENT TOOL

The purpose of this instrument is to enable program administrator and staff members to: 1) develop a clear picture of current transition policies, practices, and procedures, 2) assist in identifying components that will be the target of transition development/improvement efforts, and 3) provide a process for prioritizing development/improvement efforts.

## INSTRUCTIONS

**STEP 1: RATE YOURSELF ON HOW FREQUENTLY EACH PRACTICE CURRENTLY OCCURS.**

Read each best practice indicator carefully and circle the letter on the corresponding scale that best reflects current program practices, procedures, and/or policies. A rating of N(no), indicates that this practice does not occur at the current time. A rating of S(somewhat) suggests partial attainment of the "best Practice". In other words this practice occurs sometimes and/or under some conditions. Finally, a rating of Y(yes) should be assigned to those practices that are fully implemented by your program and occur consistently. In determining a rating for each item, be sure to consider both your procedures for receiving children and families and those for sending them on to their next placement.

**STEP 2: DECIDE IF THIS IS A PRACTICE TO BE TARGETED FOR DEVELOPMENT OR IMPROVEMENT.**

Use the column labeled "Target for Change?" to indicate whether you would Y(yes) or would not N(no) like to make a change in the extent to which your program is currently engaging in this practice. Complete this column for each indicator.

**STEP 3: PRIORITIZE THE PRACTICES THAT YOU WOULD LIKE TO CHANGE.**

After completing the "Occurs?" and "Target for Change?" columns for all the indicators, the "Priority" column should be completed. Begin by looking at those indicators that you have indicated a desire to target for change, then number these indicators to show which changes you feel are most important to make. Circle number "1" for the indicator you feel is the "highest priority", 2 for the next most important to change, and so forth. You may want to stop numbering after you have indicated your top 5 priorities or you may decide two indicators are of equal importance and you would like to address them simultaneously.

**STEP 4: WRITE YOURSELF A NOTE.**

The column labeled "Notes" may be filled in at any point in the process of completing the instrument. You may want to jot down specific examples of how you are currently addressing the best practice indicator, or ways in which you would like to see existing practices, policies, and/or procedures changed.





Adapted from: Best practice indicators for early childhood special education programs: A self-assessment tool for program development/improvement. University of Vermont.

NAME_____ PROGRAM_____ TYPE OF PROGRAM: please circle all that apply

PROGRAM ADDRESS_____ 0-3 Program 3-5 Program 0-5 Program

PHONE_____ DATE:_____ Special Health Care Needs Public School

Regional Mental Health Care Other

Private Agency

| TRANSITION INDICATORS | OCCURS? NO SOMEWHAT YES | TARGET FOR CHANGE? | PRIORITY FOR CHANGE LOW MEDIUM HIGH | NOTES |
|---|---|---|---|---|
| 1. Leaders and/or staff of sending and receiving programs are acquainted with one another. | N S Y | N Y | 1 2 3 4 5 | |
| 2. Sending and receiving programs have a designated interagency group to work on transition planning | N S Y | N Y | 1 2 3 4 5 | |
| 3. Sending and receiving programs have an action plan to improve transition in the future. | N S Y | N Y | 1 2 3 4 5 | |
| 4. Staff members use written transition procedures to plan activities both to receive new children and families and to send children on to their next service delivery system or program. | N S Y | N Y | 1 2 3 4 5 | |
| 5. Sending and receiving programs have developed a timeline of transition activities which is adapted to meet individual child and family needs. | N S Y | N Y | 1 2 3 4 5 | |
| 6. Sending and Receiving programs have developed and periodically revise an interagency agreement on transition. | N S Y | N Y | 1 2 3 4 5 | |
| 7. Families receive assistance in obtaining the desired information, support, and opportunities for participation in planning their child's transition. | N S Y | N Y | 1 2 3 4 5 | |
| 8. Parents receive a information manual to help them be involved in the transition process. | N S Y | N Y | 1 2 3 4 5 | |
| 9. Sending and receiving programs have identified staff who will coordinate the transition or assist families in coordinating the transition process themselves. | N S Y | N Y | 1 2 3 4 5 | |
| 10. Sending and receiving programs have a system for exchanging information and are familiar with services of each. (examples: exchange visits; share curriculum materials) | N S Y | N Y | 1 2 3 4 5 | |
| 11. The family and the sending teacher/services coordinator discuss the transition process, review the steps, and determine the family's desired level of involvement. | N S Y | N Y | 1 2 3 4 5 | |
| 12. Transition issues are considered, and appropriate outcomes/goals and objectives are included in the child's IFSP/IEP. | N S Y | N Y | 1 2 3 4 5 | |
| 13. Sending program notifies receiving program(s) well in advance about the number and birth dates of children who are likely to enter the receiving programs. | N S Y | N Y | 1 2 3 4 5 | |
| 14. Sending program prepares transition progress report, including information on child's experiences and accomplishments in their program. | N S Y | N Y | 1 2 3 4 5 | |
| 15. The sending program obtains written permission from the parents to share information about the child with the potential receiving program(s). | N S Y | N Y | 1 2 3 4 5 | |

| | | | | | |
|---|---|---|---|---|---|
| 16. The sending program, the potential receiving program(s), and the family meet at least 90 days prior to the child's birthday to discuss the child's progress as summarized in the transition report, consider possible program options for the future, and differences in educational services, eligibility, and paperwork between the current program and potential receiving programs. They review the transition timeline, plan for the family's desired level of participation in the transition process, and plan any additional evaluations needed to determine eligibility. | N S Y | N Y | 1 2 3 4 5 | |
| 17. Parents and transition coordinator or sending teacher visit potential programs for the child and ask questions. | N S Y | N Y | 1 2 3 4 5 | |
| 18. The family and sending and receiving program staff participate in the IEP conference. They make decisions regarding necessary special education and related services, and plan the new IEP based on current IFSP/IEP evaluation data and transition progress report. Placement is determined based upon IEP goals and objectives in the LRE. | N S Y | N Y | 1 2 3 4 5 | |
| 19. Sending program transfers records in a timely manner. | N S Y | N Y | 1 2 3 4 5 | |
| 20. Receiving program visits child in present service system to begin planning for the child's special needs, to identify similarities and differences between the two programs, and to plan strategies to ease the child's transition between them. | N S Y | N Y | 1 2 3 4 5 | |
| 21. Sending program and/or parents implement strategies to ease the child's transition into the receiving program. | N S Y | N Y | 1 2 3 4 5 | |
| 22. Child and family visit the new program. | N S Y | N Y | 1 2 3 4 5 | |
| 23. The family exchanges information with the receiving program on their child (his/her likes and dislikes, effective motivators and approaches to discipline, current medical information related to the child's special needs, etc.), their goals and dreams for their child's school experiences, and strategies for effective communication between program and home. | N S Y | N Y | 1 2 3 4 5 | |
| 24. Prior to the child's entry, the school obtains necessary resources, including personnel, instructional materials, and adaptive equipment and completes necessary building improvements. | N S Y | N Y | 1 2 3 4 5 | |
| 25. Receiving teacher implements strategies to ease the child's transition into the program. | N S Y | N Y | 1 2 3 4 5 | |
| 26. Family and sending and receiving programs communicate regarding appropriateness and satisfaction with the placement. | N S Y | N Y | 1 2 3 4 5 | |
| 27. Interagency transition group conducts evaluations of the transition process and considers changes to improve the process for the next year. | N S Y | N Y | 1 2 3 4 5 | |

Notes:





Adapted from: Bridging Early Services Transition project timeline and Best practice indicators for early childhood special education programs: A self-assessmnet tool for progam development/improvement. University of Vermont.

Bridging Early Services Transition Project

## OBJECTIVES

To emphasize the need for interagency transition planning as children move between services.

To begin or continue to strengthen relationships in the community between persons and agencies who work with young children and their families.

To identify needs, set priorities, and begin planning for transitions of young children with disabilities in the community.

## ACTIVITY 1

1. List transition issues.
   Refer to packet materials:
   Administrative and policy concerns, law, service delivery options
   Individually write list.
   Share with group.

2. State purpose for planning.

## ACTIVITY 2

1. Use the Intra-agency Worksheet to identify persons within your agency who could be part of your intra-agency transition team.

2. Use the worksheet with three circles to identify which agencies are senders or receivers in the transition.

3. Use the Interagency Transition Policy worksheet to identify persons who should be included on your community transition policy team.

4. Plan how to invite persons to future planning meetings who are not here today.

## ACTIVITY 3

1. Use the Current Transition Practices Worksheet to list the sequence of transition activities within your agency.

2. Sending programs share current transition practices.
   (Keep a record to be distributed.)

3. Receiving programs share current transition practices.
   (Keep a record to be distributed.)

4. Plan for future work.
   Set goals.
   Plan for further meetings: date, time, place.
   Choose a chair to lead future meetings.

## ACTIVITY 4

1. Fill out workshop evaluations.

2. Use Community Transition Workshop Outcomes checklist to summarize workshop and plans for future work.

3. Plan to obtain additional resources.
   For further information, contact:
   Bridging Early Services Transition project
   Associated Colleges of Central Kansas
   105 East Kansas
   McPherson, KS 67460
   (316) 241-7754

# LICC/BEST COLLABORATION
# PROJECT COMMUNITY NEEDS SURVEY

Name_____

Parent/Agency _____Phone_____

Address_____

## ASSESSMENT TO IDENTIFY COLLABORATION GOALS

Below are some common local interagency goals which groups may target as they strive to increase and improve community services for young children and their families. Each area of emphasis has a few goals listed as examples. Please take a few minutes to think about each of the goal areas, what you feel have been accomplishments, and suggestions for future directions. We will use your input to plan the priorities for collaborative projects between the LICC and the Bridging Early Services Project.

## INTERAGENCY COMPONENT

### INTERAGENCY COORDINATION

To complete a matrix of existing services.
To target gaps and overlaps in services.
To write interagency agreements.
To develop LICC communication and problem-solving strategies.
To plan evaluation of LICC effectiveness.

What has been accomplished? Suggestions for next steps:

### COMMUNITY AWARENESS

To increase public awareness of services available.
To develop a resource directory.
To develop publications to inform parents about service options.

What has been accomplished? Suggestions for next steps:

REFERRAL, SCREENING AND EVALUATION

To educate referral sources about availability of services.
To develop a single point of entry into the system.
To share agency referral forms and procedures and/or develop common forms.
To identify a contact person in each agency to take referrals.
To provide collaborative screening services in a variety of community settings.
To develop reciprocal screening and evaluation procedures and reports.

What has been accomplished? Suggestions for next steps:

SERVICE DELIVERY

To develop a continuum of service delivery options within natural settings.
To unify IFSP and other service plan procedures.
To develop a case conference procedure for LICC meetings.
To develop written interagency transition timelines and procedures.

What has been accomplished? Suggestions for next steps:

PERSONNEL DEVELOPMENT

To establish a network to share staff expertise.
To conduct a community-wide personnel development needs assessment.
To coordinate multidisciplinary training and inservice opportunities.

What has been accomplished? Suggestions for next steps:

PARTNERSHIP WITH FAMILIES COMPONENT

To identify existing parent support services and provide linkages.
To include parents in staff training opportunities.
To involve parents in LICC activities.
To involve parents in evaluation of the services provided to them and their child.

What has been accomplished? Suggestions for next steps:

SUPPORTING THE CHILD COMPONENT

CONTINUITY BETWEEN PROGRAMS
To develop exchange visits of parents and professionals between programs.
To exchange curriculum and/or equipment resources.
To establish community-wide IFSP/IEP procedures.
To develop curriculum continuity between programs.
To identify entry skills for the next environment and incorporate the targeted skills as functional IFSP/IEP goals.
To develop specific orientation strategies which support the child and family in a new environment.

What has been accomplished? Suggestions for next steps:

OTHER
Please list other items you wish to discuss as possible project goals.

PRIORITIES
Please look back over your comments, and mark your three highest priorities.

# PARTICIPANT'S MANUAL
# BRIDGING EARLY SERVICES:
# INTERAGENCY TRANSITION PLANNING
# COMMUNITY TRANSITION WORKSHOP

**Sharon Rosenkoetter, Ph.D.**
**Project Director**

**Cynthia Shotts, M.Ed.**
**Project Coordinator**

**Associated Colleges of Central Kansas**
**105 East Kansas Avenue**
**McPherson, KS 67460**
**(316) 241-7754**

# Community Transition Workshop
# Participant's Manual

## CONTENTS


| | |
|---|---|
| What's the challenge?<br>Issues in interagency collaboration | Buff section |
| Who has solutions?<br>Getting the players to the table | Pink section |
| Where are we?<br>Where do we want to go?<br>Current transition practices<br>Plans for future work | Yellow section |
| How do we stay on track?<br>Evaluation | Blue section |
| Resources | White section |



The Community Transition Workshop materials were prepared by
Cynthia Shotts, M.Ed. and Sharon Rosenkoetter, Ph.D.
Bridging Early Services Transition Project
Associated Colleges of Central Kansas
105 East Kansas Avenue
McPherson, KS 67460
(316)241-7754


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Grant #H024D00019-91

# *What's the challenge?*

# ISSUES FOR DISCUSSION

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

11.

12.

13.

14.

15.

16.

17.

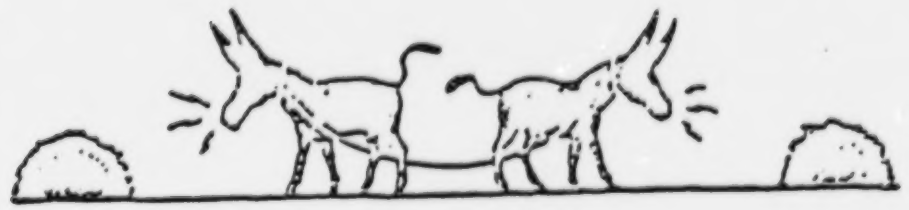
18.

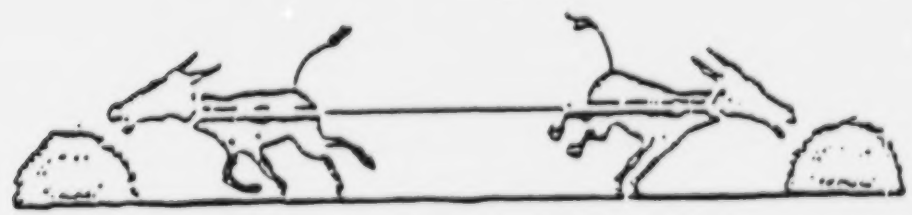
19.

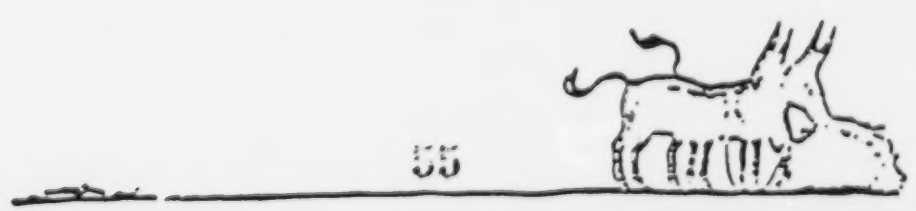
20.

A

# "Collaboration"







# INTERAGENCY COLLABORATION

## I. Benefits To Agencies

A. Avoids unnecessary duplication

B. Increases

- information sharing leading to enhanced effectiveness
- cost effectiveness
- staff availability
- communication with the community

C. Provides

- a framework for future collaborative efforts
- an opportunity for joint political action

## II. Benefits To Families

A. Avoids interruption of service

B. Enhances effectiveness of services

C. Provides enhanced opportunity to meet unique child/family needs

## III. Barriers To Collaboration

A. Needs for institutional territoriality/autonomy

- Each agency must retain its own identity
- Agency's identity depends on the services it offers

B. Absence of partner parity/rank and power

- Designate roles and responsibilities

C. Increased staff time for collaboration

- Create a mechanism to bring people together to share information and ideas

## IV. Overcoming the Barriers

A. Communicate - meet frequently enough to know one another

B. Write and frequently review mission statement

C. Choose first projects from which all agencies will benefit

D. Plan early projects to have visible products

E. Appoint a neutral party as chair

F. Share openly about barriers to collaboration and limitations on resources

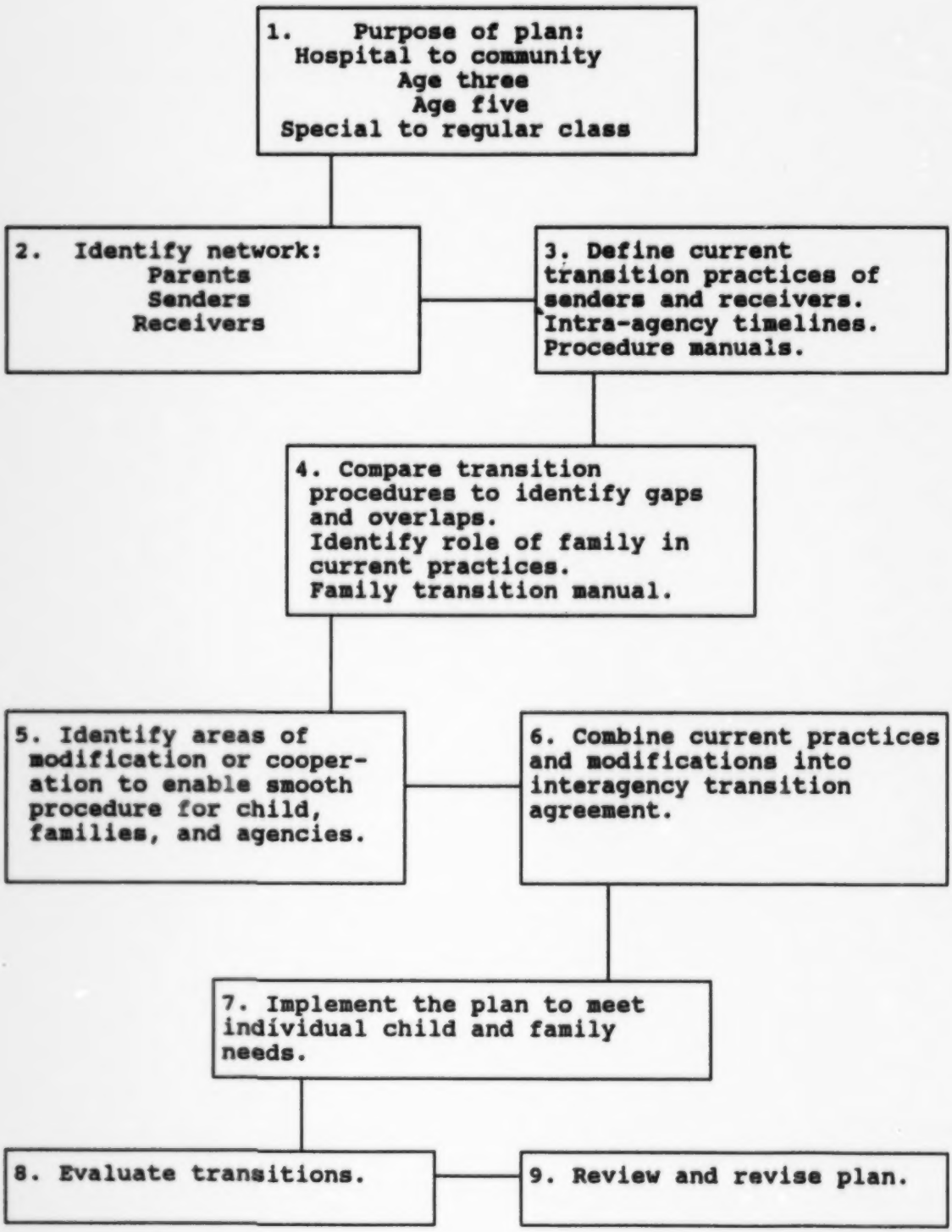
G. Develop community networks now to save time later

H. Encourage parents and professionals to focus on the goal: improved services to children and families

- Adapted from Fowler, S.A., Haine, & Rosenkoetter. (1990). The transition between early intervention services and preschool services: Administrative and policy issues. Topics in Early Childhood Special Education, 9, 55-65.

c

## Interagency Transition Planning


1. Purpose of plan:
Hospital to community
Age three
Age five
Special to regular class
2. Identify network:
Parents
Senders
Receivers
3. Define current transition practices of senders and receivers.
Intra-agency timelines.
Procedure manuals.
4. Compare transition procedures to identify gaps and overlaps.
Identify role of family in current practices.
Family transition manual.
5. Identify areas of modification or cooperation to enable smooth procedure for child, families, and agencies.
6. Combine current practices and modifications into interagency transition agreement.
7. Implement the plan to meet individual child and family needs.
8. Evaluate transitions.
9. Review and revise plan.

# ADMINISTRATIVE AND POLICY CONCERNS REGARDING TRANSITION BETWEEN EARLY INTERVENTION PROGRAMS AND SPECIAL EDUCATION PRESCHOOL PROGRAMS

1. Differences in eligibility
2. Transition at age 3 across the school year
3. Interagency coordination on the state and local level between early intervention programs and preschool programs
4. Transition from the IFSP to the IEP
5. Provision of services in least restrictive environment
6. Personnel preparation and supply
7. Different models of service delivery
8. Different philosophies
9. Different histories of programs and personnel
10. Timelines

B

- See also Fowler, S.A., Haine, A.H., & Rosenkoetter, S.E. (1990). The transition from early intervention services to preschool services: Policy and administrative issues. Topics in Early Childhood Special Education, 9(4), 55-65.

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## Rules and Regulations from PL 99-457 Part H (Sec.303.344) on Transition

303.344 "Content of IFSP

(h) Transition at age three.

(1) The IFSP must include the steps to be taken to support the transition of the child, upon reaching age three, to--

(i) Preschool services under Part B of the Act. to the extent that those services are considered appropriate; or

(ii) Other services that may be available, if appropriate.

(2) The steps required in paragraph (h) (1) of this section include--

(i) Discussions with, and training of, parents regarding future placement and other matters related to the child's transition;

(ii) Procedures to prepare the child for changes in services delivery, including steps to help the child adjust to, and function in, a new setting; and

(iii) With parental consent, the transmission of information about the child to the local educational agency, to ensure continuity of services, including evaluation and assessment information required in 303.322, and copies of IFSPs that have been developed and implemented in accordance with 303.340 and 303.346."

## Individuals with Disabilities Education Act (IDEA) Amendments of 1991 (Reauthorization; PL 102-119)

Congressman Ford (MI) from the Committee on Education and Labor submitted a summary of the main emphases of the reauthorization. It begins:

"The bill includes several changes to parts B and H of the Act designed to facilitate the development of a comprehensive "seamless" system of services for children aged birth to 5, inclusive, and their families which will ensure: (1) a smooth transition for children moving from early intervention programs under part H to preschool programs under part B and (2) the delivery of appropriate services."

Specific aspects:

STATE POLICIES AND PROCEDURES NOW REQUIRED

(1) Definition of how the state will ensure smooth transition at age 3
(2) Description of how parents will be included in transition planning
(3) Description of how the 0-2 lead agency will notify the local education agency and convene a conference, with the approval of the family, at least 90 days before the child is eligible for the preschool program under part B in accordance with State law. The conference is to include representatives of the two agencies and the family and is intended to
   (i) review the child's program options from the third birthday through the rest of school year
   (ii) establish a plan for transition activities. [Part H, Section 678 (a)(8)]



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**LRE**

(1) Early intervention services are to be provided "to the maximum extent appropriate in natural environments, including the home and community settings where children without disabilities participate." [Part H Section 672 (2) (G) ]

(2) The IFSP is now to include "a statement of the natural environments in which early intervention services shall appropriately be provided." [Part H Section 677 (d) (5)]

**MONEY**

(1) States can use Part H funds to pay for children who turn 3 during school year. [Part H Section 679 (3)]

(2) States can use not more than 20% of preschool grant funds to pay for children who are 2 but will turn 3 during the school year, whether or not these children have received Part H services. [Part B Section 619 (c)(2)(B); (f)(2); Section 679 (3)] Part H then does not apply. [Part B Section 619 (g)]

but

(3) FAPE applies in both cases. [Part H Section 679 (3); Part B Section 619 (g)]

**IFSP**

(1) Can be used 3-5 inclusive if State, LEA, and parents agree. [Part B Section 614 (a) (5)]

(2) The statute now speaks of "family directed assessment of the resources, priorities, and concerns of the family" - not "strengths and needs." [Part H Section 677 (d)(2)]

(3) Case manager is to be referred to as "services coordinator." This individual may be "from individual profession most immediately relevant to the infant's or toddler's or family's needs or who is otherwise qualified to carry out all the applicable responsibilities. . .who will be responsible for the implementation of the plan and coordination with other agencies and persons." [Part H Section 679 (d)(7)]. This suggests that a parent may become qualified to perform all of the service functions carried out by a service coordinator and provide the service coordination service for another family if the parent obtains appropriate training by qualified persons.

(4) Must now include "a statement of the natural environments in which early intervention services shall appropriately be provided." [Part H Section 677 (d)(5)]

**FAMILIES**

(1) Families can accept or reject any early intervention services without jeopardizing other services. [Part H Section 677(e)]

(2) The assessment process must allow for family direction of assessment of family resources, priorities, and concerns as well as "the identification of the supports and services necessary to enhance the family's capacity to meet the developmental needs of their infant or toddler with a disability. [Part H Section 677 (a)(2)]

(3) Families are to be included in transition planning. [Part H Section 678 (a)(8)]

(4) Families may serve as service coordinators for other families, if properly trained. [Part H Section 677 (d)(7)

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STATE ICC

Now must "advise and assist the SEA regarding the transition of toddlers with disabilities to services provided under Part B." [Part H Section 682 (e)(B)]

COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT

Each state's CSPD may include a plan for "training personnel to coordinate transition services for infants and toddlers with disabilities from an early intervention program. . .to a preschool program." [Part H Section 676 (b)(8)(D)]

## What Are Service Delivery Options for Preschool Children?

Check all service delivery options that apply in your community and add others that are available.

_____Head Start
  _____Centerbased  _____Homebased

_____Chapter 1 preschool

_____Even Start preschool

_____Childcare centers

_____Private preschool

_____Home day care

_____Public school preschool classroom

_____Mother's Day Out

_____Parent-Child Center

_____Private agency

_____Centerbased early childhood special education
  _____Integrated program  _____Categorical program
  _____Reverse mainstreamed  _____Noncategorical

_____Itinerant early childhood special education including homebased

_____Combination

List other options in your community.

# *Who has solutions?*

## WHY INVOLVE FAMILIES?

1. Families are the primary protectors, teachers, caregivers for their children, the constant in a child's life.
2. Families are the primary decision makers for their children.
3. Families can provide valuable information.
4. Families can be valuable resources.
5. Families can learn transition skills early in the child's life.

## FAMILY PARTICIPATION BENEFITS TRANSITION

Family participation on transition teams benefits the transition process. Families can:

a) foster child adjustment to a new program

b) facilitate maintenance and generalization of learned skills across programs.

c) provide important information about child and family needs

d) be responsible for such tasks as visiting potential receiving programs and conducting home-based skill training

e) be supportive of other team members' efforts

f) serve as "ambassadors" of both sending and receiving programs

## FACTORS THAT AFFECT FAMILY PARTICIPATION INCLUDE:

1. Work schedules and other time constraints
2. Economics ($$$ to hire a babysitter or miss work)
3. Family makeup (# of children, involvement of grandparents) Ethnic/cultural/religious background (discipline practices, goals for their children)
4. Emotional needs
5. Time constraints
6. Desire to be invloved
7. Social support

- See also Chandler, L.K., Fowler, & Lubeck. (1987). Assessing family needs: The first step in providing family-focused intervention. Diagnostique, 11, 233-245.

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## QUESTIONS PARENTS MENTIONED MOST OFTEN AS CONCERNS BEFORE THEIR CHILD'S TRANSITION

1. When should transition planning begin?
2. How should transition planning proceed?
3. Who is responsible for interaction between the sending program and the new program regarding the child's transition?
4. How can parents prepare themselves, their families, and their child for the transition?
5. What characteristics should parents look for in a new program that will meet their child's (and family's) special needs?

## TRANSITION PLANNING WITH FAMILIES

1. Respect family needs and preferences.
2. Include "conversations" with families about transition during other professional-parent interactions.
3. Acknowledge that transitions can be stressful.
4. Encourage family participation at the beginning, middle, and end of the process.
5. Begin planning a year before the transition.
6. Share information about the transition process, possible receiving programs, and opportunities to visit them.
7. Help families set transition-related goals.
8. Arrange for families to talk with other families.
9. Have one person that families can contact when questions arise.
10. Answer questions as they occur.
11. Evaluate transition services from the family's view.

- See also Chandler, L.K., Fowler, & Lubeck. (1987). Assessing family needs: The first step in providing family-focused intervention. Diagnostique, 11, 233-245, and Johnson, T.E., Chandler, Kerns, & Fowler. (1986). What are parents saying about family involvement in school transitions? A retrospective interview . . . Journal of the Division for Early Childhood, 11, 10-17, and Shelton, T.L., Jeppson, & Johnson. (1989). Family-centered care for children with special health care needs. Bethesda, MD: Association for the Care of Children's Health.

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## CONVERSATIONS WITH FAMILIES ABOUT TRANSITION

***Conversation 1: The Initial Transition Planning Meeting.*** Six to nine months before the child leaves the program, the family and the case manager/sending teacher should:

* Discuss the transition process and review the steps so that the family's interest and desired level of involvement can be reflected in their individual transition timeline.

* Determine who will be involved with the child's transition (including the sending program and if possible the receiving program). NOTE: Families should be free to invite a friend or advocate to join them at future meetings (e.g., teacher, therapist, caregiver, friend). If additional program staff are to be included, parents should know ahead of time who they are and why their presence will be useful.

* Discuss the family's need for information about transition, the family's role in transition planning, and the family's and staff's roles in preparing the child for transition.

* In writing or reviewing the IFSP/IEP, incorporate relevant family and child outcomes related to transition.

* Review the parental consent form for permission to exchange information with the receiving program or school district, if appropriate.

* Discuss parental rights in transition.

***Conversation 2: Planning for the Transition Meeting or Multidisciplinary Team Conference.*** About three months before the child leaves the program, the family and the case manager/sending teacher should:

* Review the timeline.

* Discuss the child's progress and eligibility considerations.

* Discuss the differences in educational plans at the next level and show the receiving program's IFSP/IEP form, if different from existing forms.

- Discuss possible program options.
- Review the local community's program directory which lists all services for young children (if available).
- Discuss potential classroom sites for the family to visit (if families want this information).
- Identify activities family may choose to do to help prepare the child for the transition.
- Identify, if possible, the members of the transition team (including representatives from the sending and receiving programs, other family members, community members--such as daycare personnel--and special services staff) who will be present at the upcoming eligibility and placement meeting.

***Conversation 3: Sharing Information with the New Program.*** Before the child enters the new program or soon after, the receiving teacher and the family discuss the following areas. In some cases this information may be collected by the sending teacher and sent on to the receiving teacher.

A. Child Information

1. What are some of the activities your child enjoys doing most at home?
2. What are some things that are most difficult for your child to learn?
3. What activities would you like to see continued in the new program?
4. Describe the types of rewards that work best with your child.
5. What types of discipline work best with your child?
6. Other things that you would like the new teacher to know about your child are ....

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B. Family Involvement Information

**There are many ways families choose to be involved in programs. Please indicate the ways your family would like to be involved. My family would like to:**

_____ Observe my child in the new program.

_____ Volunteer in the new program.

_____ Work with my child at home.

_____ Participate in parent-teacher meetings.

_____ Help select learning goals for my child.

_____ Participate in parent organizations such as PTA/PTO.

_____ Know about my child's successes and problems in the classroom.

_____ Other

C. Communication with the New Program

**Teachers and families are busy and may find it difficult to make time to communicate with each other. Yet both want to share information. What would be your preferred way of communicating with the new teacher?**

| | How Often? | Best Times? |
|---|---|---|
| 1. Notes: | _____ | _____ |
| 2. Informal meetings: | _____ | _____ |
| 3. Parent-teacher meetings: | _____ | _____ |
| 4. Telephone calls: | _____ | _____ |

-See also Fowler, S.A., Chandler, Johnson,& Stella. (1988). Individualizing family involvement in school transitions, Journal of the Division for Early Childhood, 12, 208-216, and Haine, A.H., Rosenkoetter, & Fowler. (1991). Transition planning for families in early intervention programs. Infants and Young Children, 3(4), 38-47.

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# *Meeting Logistics Checklist*

| *Task* | *Person responsible* | *By When* | *Notes* |
|---|---|---|---|
| Determine meeting place and time | | | |
| Plan room arrangement | | | |
| Arrange for refreshments | | | |
| Confirm all arrangements in writing | | | |
| Set the agenda | | | |
| Invite presenters | | | |
| Confirm in writing presenters' participation | | | |
| Select facilitator | | | |
| Confirm in writing facilitator's participation | | | |
| Type agenda | | | |
| Proof agenda | | | |
| Copy agenda (number needed__) | | | |
| Select a recorder for the meeting | | | |
| Identify materials and equipment needed | | | |
| _____ | | | |
| _____ | | | |
| Prepare materials/check equipment | | | |
| Invite participants | | | |
| Participant RSVP (number responding yes___) | | | |
| Set up meeting room | | | |
| Serve refreshments | | | |
| Formally thank participants | | | |
| Summary of meeting typed and copied | | | |
| Summary of meeting sent | | | |

Hazel, R., Barber, P.A., Roberts, S., Behr, S.K., Helmstetter, E., and Guess, D. (1988). A community approach to an integrated service syst for children with special needs. Baltimore: Brookes.

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# COMPREHENSIVE FAMILY SERVICES LIST

***Family Services***

Behavior Management
Case Management
Employment Counseling
Family Counseling
Financial Assistance
Financial Counseling
Genetic Counseling
Homemaker Services
Information/Referral
Legal Services
Out-of-Home Placement
Parent Support Group
Parent Training
Respite Care
Sibling Support Group
Transportation
Other:

_____
_____
_____

***Children's Services***

Day Care
Diagnostic Evaluation
Hearing Screening
Instructional Materials
Occupational Therapy
Physical Therapy
Specialized Recreation
Special Education
Speech/Language Therapy
Transition
Other:

_____
_____
_____

***Health/Medical Services***

Clinic Services
Dental Services
Hospital Services
Nutrition Services
Physician Services
Special Medical Equipment
Visiting Nurses
Other:

_____
_____
_____

Hazel, R., Barber, P.A., Roberts, S., Behr, S.K., Helmstetter, E., & Guess, D. (1988). A community approach to an integrated service system for children with special needs. Baltimore: Brookes.

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# Movers and Shakers Identification Worksheet

| | Name | Address | Phone # | Category | Talked with Yes | Talked with No | Key person invited Yes | Key person invited No | Will attend Yes | Will attend No | Notes |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 1. | | | | | | | | | | | |
| 2. | | | | | | | | | | | |
| 3. | | | | | | | | | | | |
| 4. | | | | | | | | | | | |
| 5. | | | | | | | | | | | |
| 6. | | | | | | | | | | | |
| 7. | | | | | | | | | | | |
| 8. | | | | | | | | | | | |
| 9. | | | | | | | | | | | |
| 10. | | | | | | | | | | | |
| 11. | | | | | | | | | | | |
| 12. | | | | | | | | | | | |

Hazel, R., Barber, P.A., Roberts, S., Behr, S.K., Helmstetter, E., & Guess, D. (1988). A community approach to an integrated service system for children with special needs. Baltimore: Brookes.

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# THE TRANSITION COORDINATOR

## CAN BE:

an administrator, a teacher, a special educator, a social worker, another person - such as a parent volunteer

## IS RESPONSIBLE FOR:

* Implementing the Transition Plan
* Organizing and monitoring transitions
* Acting as a liaison between programs and the family
* Serving as an information resource and contact person

## MUST BE:

* Familiar with transition procedures and interagency agreement
* Familiar with other sending and receiving programs
* Familiar with service and placement options
* Familiar with community resources
* Provided time to organize and monitor transition activities
* Given responsibility to make transition-related decisions

## POTENTIAL TRANSITION TEAM MEMBERS

### FAMILY

- Parents or Guardians
- Brothers and Sisters
- Grandparents
- Uncles and Aunts
- Other Extended Family
- Friends
- Neighbors
- Babysitters

### COMMUNITY

- Medical Personnel
- County Health Nurse
- Volunteers
- Child and Family Advocate
- Private Services Agencies
- Mental Health Organizations
- Religious Organizations
- Special Equipment Vendors

### PROGRAM STAFF

- Administrators
- Transition Coordinators
- Teachers
- Teaching Staff
- Special Services Staff
  - Physical Therapist
  - Occupational Therapist
  - Speech Therapist
  - Psychologist
  - Audiologist
  - Nurse
- Social Worker
- Case Manager

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## Intra-agency transition team

**Parents:**

**Administrators:**

**Family services coordinators:**

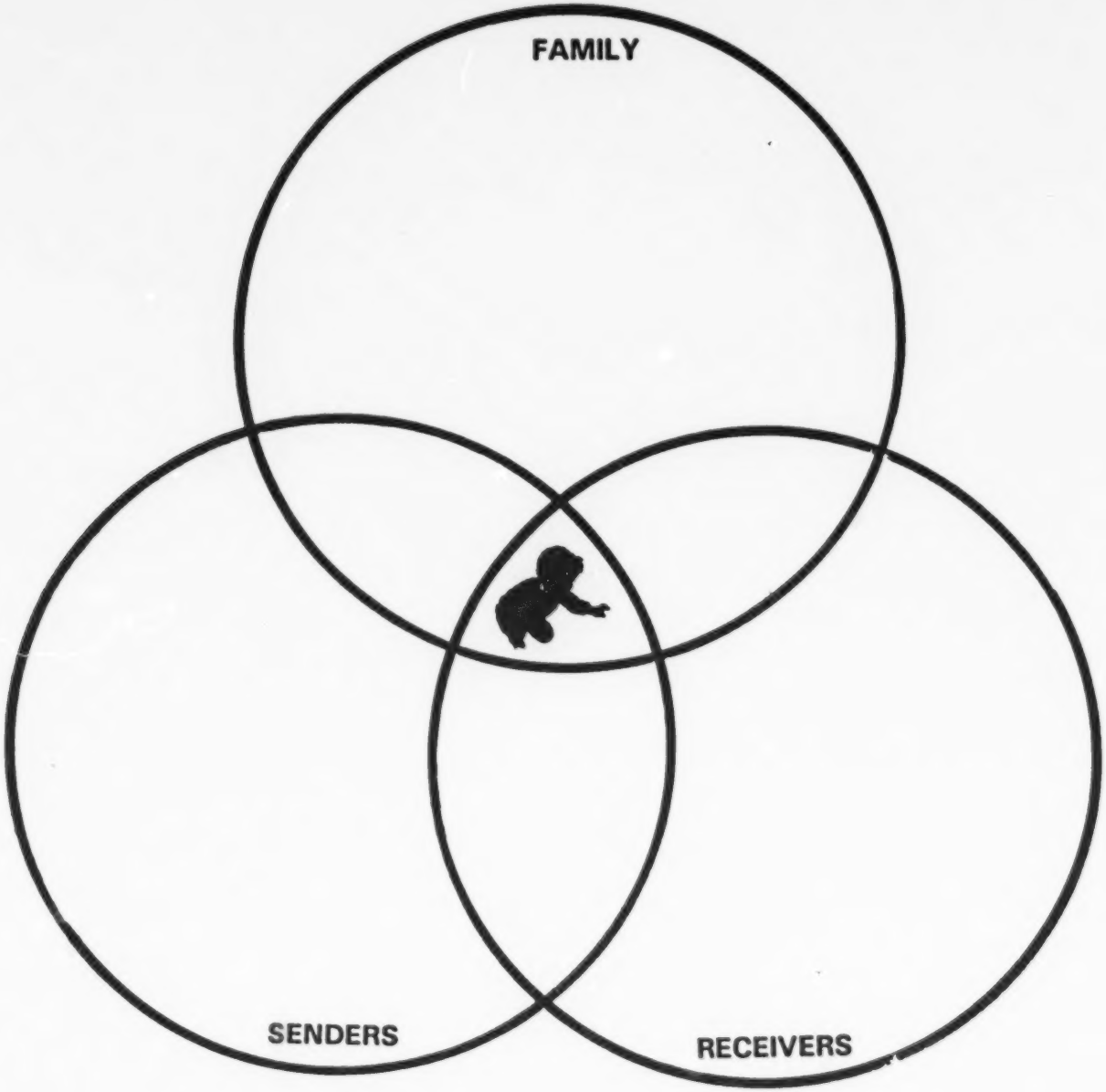
**Teachers:**

**Therapists:**

**Social workers:**

**Others within the agency:**

**Who will be transition coordinator and interact with other agencies?**


FAMILY
SENDERS
RECEIVERS

## Interagency transition policy team

Parents:

Administrators:
Sending programs

Receiving programs

Family Services Coordinators:
Sending programs

Receiving programs

Teachers:
Sending programs

Receiving programs

Therapists:
Sending programs

Receiving programs

Social workers:
Sending programs

Receiving programs

Others:
Sending programs

Receiving programs

# *Where are we? Where do we want to go?*

# PROGRAM RESPONSIBILITIES

**Specific responsibilities of programs should be defined in written local interagency transition agreements. Some general guidelines for program responsibilities include**

## The Sending Program:

1. Initiate the transition process
2. Learn about possible receiving programs
3. Help prepare the child for transition
4. Help the family prepare for transition at the level of involvement the family chooses
5. Give recommendations regarding placement options
6. Serve as liaison between the family and the receiving program
7. Transfer records
8. Emphasize similarities and minimize differences between programs to ease the child's transition
9. Follow-up and evaluate

## The Receiving Program:

1. Learn about the child and the family.
2. Learn about the sending program
3. Provide information about the receiving program to the family and the sending program
4. Give recommendations regarding placement options
5. Emphasize similarities and minimize differences between programs to ease the child's transition
6. Receive and review records; make them available to appropriate staff
7. Follow-up and evaluate

## CURRENT TRANSITION PRACTICES

Program_____Date_____

| Transition activity | Person(s) Responsible | Timeline |
|---|---|---|
| Share information with family | | |
| Parent permission:<br>Release of information<br>Evaluation | | |
| Transition goals for IFSP/IEP<br>Implement strategies to prepare child and environments | | |
| Notification to potential programs | | |
| Screening and evaluation process to establish eligibility | | |
| Transition conference: parents, sending and receiving programs | | |
| Visits between programs | | |
| Plan to obtain resources in receiving program | | |
| Records transfer | | |
| Transition report | | |
| Evaluation of transition | | |
| | | |
| | | |
| | | |

## CURRENT TRANSITION PRACTICES

Program_____Date_____

| Transition activity | Person(s) Responsible | Timeline |
|---|---|---|
| | | |
| | | |
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## DEFINITION OF AN INTERAGENCY AGREEMENT

An interagency agreement

* commits programs' administrators to the transition.

* functions as a contract between the programs by specifying the transition procedures and responsibilities.

* serves as a guideline for transition procedures when staff and administrators change.

* specifies financial and time responsibilities of each program, such as

    assessment and evaluation

    IFSP - IEP

* ensures provision of services on a <u>continuous</u>, <u>uninterrupted</u> basis.

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# DEVELOPING AN INTERAGENCY TRANSITION AGREEMENT

## The Interagency Transition Agreement Can Help:

* Expand service options
* Integrate services
* The flow of information
* Define each program's responsibilities
* Cope with funding limitations
* Reduce the potential of duplication
* Improve client accessibility to services
* Encourage use of common assessments and terminology
* Demonstrate that administrators are interested and committed

## A. Getting Started

1. *What services are available in the community?* Think beyond early intervention programs--who serves children in your community? Who serves families? Who serves children with special needs and their families?

2. *Who should be involved in developing interagency agreements?* Is there a Local Interagency Coordinating Council or an existing group already involved in collaboration? Who are the movers and shakers?

3. *What should be the purpose of the first meeting?* Who should facilitate the meeting?

   NOTE: This group will have many tasks to consider and decisions to make. At the first meeting, participants should identify their priorities or needs. For example, participants could list the most important needs and/or issues related to the coordination and delivery of services for young children with special needs and their families. Then the facilitator could tabulate the responses on a large sheet of paper, so that priorities can be ranked by order of importance.

   Common areas of concern:

   1. Case finding, screening and assessment
   2. Local resource directory for families and professionals
   3. Public awareness and central referral
   4. Transition

## B. *Questions for Transition Agreements*

1. *Who will be members of the transition team?* (might be same group as above, might be a subgroup or a different group; need to include persons with the responsibility and authority to make decisions and carry them out at an administrative level)

2. *What is the purpose of the transition agreement?* Is it to define the transition process from hospital to home? hospital to early intervention program? birth-to-three program to early childhood special education program? birth-to-three program to community program (e.g., child care. Head Start, preschool)?

3. *What activities need to occur for smooth transitions? When will they need to happen?* (see sample Timelines)

4. *Who will be responsible?* Who are the individuals within each program who will coordinate and supervise transition activities and be responsible for seeing that each transition step is completed?

5. *What roles are available for families in transition?*

6. *What are the financial and time responsibilities of each program for facilitating transitions?*

7. *What are the assessments needed for eligibility and placement decisions and who will be responsible for them?*

8. *What will be the procedure for transferring records between programs?*

9. *What will be the process for exchange visits between program personnel? for family visits?*

- Adapted from Hazel, R., Barber, Roberts, Behr, Helmstetter, & Guess. (1988). A community approach to an integrated service system for children with special needs. Baltimore: Paul H. Brookes.

INTERAGENCY COOPERATIVE AGREEMENT AMONG:

Lower Yukon School District (LYSD)
Bethel Area Infant Learning Program (ILP)
Association of Village Council Presidents Head Start (AVCP)
RurAL CAP Yukon-Kuskokwim Parent/Child Program (YK/PCP)
RurAL CAP Head Start Program (RurAL CAP, Inc.)

## PURPOSE

The intent of this agreement is to provide comprehensive, coordinated services to meet the special educational needs of children from birth to age six. Through inter-agency planning we hope to eliminate duplication of services, promote the most efficient use of resources, and clarify agency roles and responsibilities, thereby assuring continuous, well coordinated services for young children and their families.

## SCREENING

Head Start Will:

*Conduct developmental screening on all Head Start eligible children who will be three years old by August 15th. Screenings will be done in the Spring, prior to the program year, using the Developmental Indicators for the Assessment of Learning - Revised (DIAL-R) tool.

Infant Learning Will:

*Screen all enrolled children prior to their 3rd birthday, and provide copies of these screenings to the school district.

LYSD Will:

*Utilize the DIAL-R screening tool when conducting pre-school screenings.

Together We Will:

*Collaborate to determine screening tools, train staff in administering the screening tool, decide upon mutually agreeable dates for screenings, conduct the screening (whenever possible), and share screening results (w/parental permission).

REFERRAL

Head Start Will:

*Use LYSD referral forms when referring children for further evaluation.

*Provide parents with a Prior Notice of Referral Form and a Parental Rights Information Form for each child being referred.

Infant Learning Will:

*Use LYSD referral forms when referring children to the school district.

*Provide parents with a Prior Notice of Referral Form and Parental Rights Information Form for each child being referred.

*Refer enrolled children to the school district three months prior to their 3rd birthday.

LYSD Will:

*Examine all referrals by Head Start or ILP.

Together We Will:

*Coordinate efforts to obtain necessary paperwork (ie consent to release information, parental permission to test, etc.).

ASSESSMENT

LYSD Will:

*Assess children aged 3 years or older who are referred by Head Start or ILP with the approval of the Director of Special Education.

*Accept current ILP evaluations as basis for certification and services, as appropriate.

Together We Will:

*Cooperate to assure that children and families attend all scheduled appointments.

## MULTI-DISCIPLINARY TEAM MEETING/CHILD STUDY TEAM MEETING

LYSD Will:

*Coordinate and schedule MDT/CST meetings. They will invite ILP staff, Head Start teacher or home visitor, and/or Head Start Special Needs Coordinator, as appropriate.

Head Start and ILP Will:

*Assure attendance and participation in MDT/CST meetings including formulating the IEP.

*Encourage parental participation in CST meetings and writing the IEP.

## SERVICES/CONSULTATION

LYSD WILL:

*Provide Special Education services to all certified pre-school children in the Head Start classroom, whenever possible.

*Provide Special Needs Aides to work with severely impaired children, as determined by the CST.

*Support parents in understanding their child's IEP, and in identifying home activities to help meet the goals and objectives.

ILP Will:

*Provide follow-up consultation on specific children's conditions, needs and family concerns as necessary.

Together We Will:

*Assure for on-going communications re: children's progress, teaching methods and goals being worked on.

*Schedule and attend regular case coordination meetings (local Head Start and Special Education staff).

*Share specific training events as appropriate.

## TRANSITIONS

ILP and Parent Child Programs Will:

*Notify LYSD by March 31st re: children who will be three years old by August 15th who may be eligible for Special Education service.

*Attend initial MDT/CST meetings on referred children.

*Follow basic Transition Timeline:

| | | |
|---|---|---|
| 24-30 months | - | Plan with family for transition |
| 30 months | - | Notify local school and set initial MDT/CST meeting |
| 30-36 months | - | Attend MDT/CST meetings as necessary to plan for services. |
| 33 months | - | Formal referral to LYSD |
| 36 months | - | MDT/CST meetings to develop IEP. |

*Continue to provide services or consultation;
ILP - consultation for six months following 3rd birthday
PCP - will serve children who turn 3 years old after 8/15, for the program year.

*Invite local Head Start personnel to participate in appropriate above activities.

LYSD Will:

*Notify and invite ILP, PCP or Head Start staff to initial MDT/CST meetings

Head Start Will:

*Participate in above activities, as appropriate.

*Attend Spring CST meetings on children transitioning to Kindergarten.

GENERAL AGREEMENTS:

*There will be on-going communication between LKSD Director of Special Education, Special Needs Coordinators from AVPC, YK/PCP, RurAL CAP and Infant Learning staff as needed.

*All agencies agree to abide by State and Federal laws and procedures to insure confidentiality of information.

*This agreement is in effect from July 1, 1990 to June 30, 1993, and is subject to yearly review by all parties.

Director of Special Education LKSD — Date 9/24/90

Director AVCP Head Start — Date 17 October 90

Director Infant Learning Program — Date 10/8/90

Director RurAL CAP Head Start — Date 10/26/90

Supervisor, YK/PCP — Date 9/28/90

# SAMPLE TRANSITION PLAN FOR IFSP

| DATE | PLAN OF OPERATION | WHO'S RESPONSIBLE | TIMELINE | DATE ACHIEVED |
|---|---|---|---|---|
| **12/1/88 | Lita will be turning three next October --<br>**A Transition plan will be initiated 6 months before her third birthday. | Case Coordinator<br>Family | Develop plan by March, 1989 | |
| 3/1/89 | 1) Meet with family. Discuss parental rights, get permission to exchange information with the school district, and discuss possible program options. | Case Coordinator | March 1, 1989 | |
| | 2) Notify school district. Send pertinent records with written notification. Invite them to transition conference. | Case Coordinator | March 2, 1989 | |
| | 3) Hold transition conference with family and school district. Develop transition plan. Describe programs and what will happen before enrollment. | Case Coordinator<br>Family<br>School district | March 10, 1989 | |
| | 4) Make appointments to visit two possible school sites. | Family | March 20, 1989 | |
| | 5) Observe classroom and talk to teachers | Family | April, 1989 | |
| | 6) List pros and cons of each site. | Family | April, 1989 | |
| | 7) Choose best program with input from professionals involved. | Family | May, 1989 | |
| | 8) Invite teacher to home. Visit home to observe home interventionist and child during programming. | Family<br>Teacher | May, 1989<br>May, 1989 | |
| | 9) Visit home again to evaluate child. | Teacher | May, 1989 | |

Adapted from Project LIFT 11/88

# SAMPLE TRANSITION PLAN FOR IFSP (CONT.)

| DATE | PLAN OF OPERATION | WHO'S RESPONSIBLE | TIMELINE | DATE ACHIEVED |
|---|---|---|---|---|
| | 10) Write evaluation report for M-team. M-team scheduled. | Teacher/School District | June, 1989 | |
| | 11) Hold M-team transition meeting. Offer placement. | Family, Family Advocate (optional) Teacher, School District, Case Coordinator, other professionals. | September, 1989 | |
| | 12) Sign consent to place if in agreement. | Parents | During M-team September, 1989 | |
| 10/89 | 13) Make follow-up call | Case Coordinator | One month after child enters school | |
| 12/89 | 14) Send written evaluation questionnaire to school district and to parents to evaluate transition | Case Coordinator | Two months after child enters school | |
| **12/1/89 | Lita needs to learn to follow one-step directions given by adults other than her mother. | | | |
| | 1) Follow directions given by babysitter. | Mother and babysitter with assistance from home visitor | January 15. 1989 | |
| | 2) Follow directions given by babysitter. | Mother and Father with assistance from home visitor | February 15, 1989 | |
| | 3) Follow directions given by home visitor | Mother and home visitor | April 15, 1989 | |
| | 4) Follow directions given by 3 other adults familiar with Lita | Mother and home visitor | September 15, 1989 | |

Adopted from Project LIFT 11/88

## RESOURCE BOOKLET

FOR EACH PROGRAM, THE RESOURCE BOOKLET SHOULD CONTAIN:

1. Name of Contact Person
2. Location
3. Service Hours
4. Eligibility
5. Services
6. General Curriculum
7. Parent Involvement
8. Parent-Teacher Communication
9. Assessment Requirements
10. Definitions of terms and abbreviations

## RECORDS TRANSFER

1. What methods are used to get parent consent?
2. Do sending and receiving programs use the same types of records?
3. What records are used by the sending programs?
4. What additional information will the receiving program need?
5. When, how, and where should records be sent?
6. Who is responsible for sending records?
7. Who will conduct additional assessments?

# PLAN OF ACTION

Drafted by _____ Date _____

_____

_____

| ACTIVITIES/TASKS/STRATEGIES | Person(s) Responsible | Date Initiated | Projected Date of Completion | Date Completed |
|---|---|---|---|---|
| | | | | |

# *How do we stay on track?*

# CONSIDER THESE ISSUES FOR EVALUATION

## I. ATTAINMENT OF TRANSITION PLAN.

1. How many children/families made the transition?
2. Did personnel and agencies do what the timeline said they would?
3. If not, why not?
4. Should the timeline or responsibilities of personnel be changed for next year? How?
5. Should the interagency agreement be changed in any way before next year? How?
6. Should interagency agreements be drawn for additional or fewer agencies next year? How?

## II. SUCCESS OF TRANSITION PLAN.

1. Were children appropriately placed? (see Follow-up Questionnaire)
2. According to parents and professionals, does each child appear to be happy in the new environment?
3. Were parents satisfied with the transition process? (see Post-Transition Family Satisfaction Scale)
4. Was the sending staff satisfied with the transition process?
5. Was the receiving staff satisfied with the transition process?
6. Were program administrators satisfied with the transition process?
7. Where did breakdowns occur in the timeline?
8. How might the process be changed to avoid missteps next year?
9. Do additional agencies or personnel need to be involved next year to overcome this year's problem(s)?
10. What additional information do families and professionals need to improve the transition process? (see Post-Transition Family Information Scale)
11. What suggestions do transition team members have for improving the transition process next year?

## III. COSTS OF TRANSITION PLANNING.

1. How much time was spent to implement the transition plan?
   --by families?
   --by professionals?
2. Should changes be made in time demands next year?
3. What were the costs of implementing the transition plan?
4. Should the funds expended next year for transition planning be the same, more, or less?

# TRANSITION SATISFACTION SCALE FOR PARENTS

How did your child's transition go?
Check the box which describes your feeling:

| | | | |
|---|---|---|---|
| 1. The amount of time you had/when you began planning your child's transition to the next program? | | | |
| 2. Your choices for your child's program? Options? | | | |
| 3. Pretransition visits you or your child made to the new program? | | | |
| 4. The preparation provided by the sending program to ease your child's transition? | | | |
| 5. The information and support provided by the receiving program to welcome you and your child. | | | |
| 6. The adjustment your child has made to the new program? | | | |
| 7. The adjustment your family has made to the new program? | | | |
| 8. The way your child's teachers shared information with you about your child? | | | |
| 9. Discussions you had with other parents about your child's transition? | | | |
| 10. Decisions you made regarding your child's transition? | | | |
| 11. Decisions others made regarding your child's transition? | | | |
| 12. The whole transition process? | | | |
| 13. The amount of time you spend helping prepare your child at home? | | | |
| 14. The decisions you made in selecting the new program for your child? | | | |

- Adapted from Johnson, T.E. See also Johnson, T.E., Chandler, L.K., Keins, G.M., & Fowler, S.A. (1986). What are parents saying about family involvement in school transitions? A retrospective transition interview. Journal of the Division for Early Childhood, 11, 10-17.



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# TRANSITIONS

## SIX KEY POINTS

1. Good transitions require a great deal of ***PREPLANNING.***

2. Good transitions require a great deal of ***COMMUNICATION*** among

   a. Agencies

   b. Service providers at different levels

   c. Parents and teachers

   d. Allied professionals

3. Good transitions require ***SHARED INFORMATION*** and ***TRUST.***

4. Good transitions ***EMPOWER PARENTS*** to advocate responsibly for the needs of their children.

5. Good transitions seek the ***LEAST RESTRICTIVE ENVIRONMENT*** and prepare children to function there.

6. Good transitions are ***EVALUATED*** in order to be improved upon.

   a. Parent opinion

   b. Staff opinion

   c. Child data

   d. Financial costs

Bridging Early Services
Transition Project
105 E. Kansas • McPherson, KS 67460

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# COMMUNITY TRANSITION WORKSHOP EVALUATION

DATE:_____

Check the category that best describes you:

____Infant Specialist/Early Interventionist
____Early Childhood Special Educator
____Community Preschool/Day Care Teacher
____Kindergarten-Level Teacher
____Head Start Teacher
____Paraprofessional or Aide
____Nurse
____Social Worker
____Therapist (type:_____)
____Parent
____Administrator (type:_____)
____Researcher
____Psychologist
____Other (please list)_____

Please rate the following aspects of this workshop by circling the rating number which most closely reflects your opinion:

| | Poor | | | | | Excellent |
|---|---|---|---|---|---|---|
| Relevance of topic discussed | 1 | 2 | 3 | 4 | 5 | 6 |
| Usefulness of information | 1 | 2 | 3 | 4 | 5 | 6 |
| Quality of presentation | 1 | 2 | 3 | 4 | 5 | 6 |
| Opportunity for participation | 1 | 2 | 3 | 4 | 5 | 6 |
| Usefulness of handouts | 1 | 2 | 3 | 4 | 5 | 6 |
| Usefulness of video | 1 | 2 | 3 | 4 | 5 | 6 |
| Overall rating | 1 | 2 | 3 | 4 | 5 | 6 |

1. Please list your favorite part(s) of this workshop.

2. Please list your suggestions for improving this workshop.

3. What from this session will help you do your job better?

4. How might Bridging Early Services assist you in the future?

5. Other comments or questions:

Return to: Associated Colleges of Central Kansas
105 East Kansas Avenue
McPherson, Kansas 67460

Contact: (316) 241-7754 for additional information

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CTW1

# Resources

Associated Colleges of Central Kansas
316/241-7754

Bridging Early Services
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105 E. Kansas • McPherson, KS 67460
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**Group 1 - Samples of transition plans/policy:** **Cost: $2.00 per group**
- State transition policy - Kansas
- Local transition agreement - Alaska

**Group 2 - Interagency transition planning:** **Cost: $2.00 per group**
- Developing an interagency transition agreement
- Timeline
- Current transition practices: sending and receiving

**Group 3 - Family involvement in transition:** **Cost: $2.50 per group**
- Family-professional collaboration: beliefs and attitudes
- Conversations with families about transition
- Problem-solving grid
- Appropriate questions for families to ask
- The family's assessment focus
- Getting ready for the new program: tips for parents
- Parent observation checklist and tips

**Group 4 - Preparation of the environments:** **Cost: $2.00 per group**
- Teacher observation checklist
- Parent observation checklist and tips
- Teacher interview

**Group 5 - Supporting the child:** **Cost: $2.50 per group**
- Skills which may ease preschool entry
- Skills which may ease kindergarten entry
- Supporting the child: sending program
- Supporting the child: receiving program
- Books to prepare the child for transition

**Group 6 - Evaluating the transition process:** **Cost: $1.50 per group**
- Evaluation of early intervention for transition practices
- Transition satisfaction scale for parents

**Group 7 - Recent journal articles:** **Cost: $1.50 each article**

Fowler, S. A. (1982). Transition from preschool to kindergarten for children with special needs. In K. E. Allen & E. M. Goetz (Eds.), Early childhood education: Special problems, special solutions, (pp. 229-242). Rockville, MD: Aspen.



BETHANY COLLEGE Lindsborg · BETHEL COLLEGE North Newton · McPHERSON COLLEGE McPherson · STERLING COLLEGE Sterling
TABOR COLLEGE Hillsboro · KANSAS WESLEYAN UNIVERSITY Salina · FRIENDS UNIVERSITY Wichita

Fowler, S. A., Chandler, L. K., Johnson, T. E., & Stella, E. (1988). Individualizing family involvement in school transitions: Gathering information and choosing the next program. Journal of the Division for Early Childhood, 12, 208-216.

Fowler, S.A., Hains, A.H., & Rosenkoetter, S.E. (1990). The transition between early intervention services and preschool services: Administrative and policy issues. Topics in Early Childhood Special Education, 9:4, 55-65.

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**Group 8 - Transition bibliographies:** **Cost: $1.50 each item**

NICU to home
Interagency transition planning
Family involvement in transition planning
Preparation of the child and environments for transition

**Group 9 - Parent transition resource manuals** **Cost: $2.50 per group**

Age 3
Age 5

# INTERAGENCY TRANSITION PLANNING


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